



Religious Education Progression Grid

Showing Knowledge and understanding			
Year R	KS1	LKS2	UKS2
<p>To recognise and name features of religions and beliefs. To recognise religious symbols. To recall features of religious, spiritual and moral stories.</p>	<p>To identify similarities in features of religions and beliefs. To retell religious, spiritual and moral stories. To identify possible meanings for stories, symbols and other forms of religious expression. To identify how religion and belief is being expressed in different ways.</p>	<p>To investigate and connect features of religions and beliefs. To make links between beliefs, stories and practices. To identify similarities and differences between religions and beliefs. To describe and suggest meanings for symbols and other forms of religious expression. To identify the impact of beliefs and practices on people’s lives.</p>	<p>To explore, gather, select and organise ideas about religions and beliefs. To investigate and describe similarities and differences within and between religions and beliefs. To comment on connections between questions, beliefs, values and practices, whilst drawing on key texts when appropriate. To suggest meanings for a range of forms of expression using appropriate vocabulary. To describe the impact of beliefs and practices on individuals, groups and communities (locally, nationally and globally).</p>
Expressing ideas, beliefs and Insights			
Year R	KS1	LKS2	UKS2
<p>To express their own experiences and feelings. To identify what is important to them and other people. To identify what they find interesting and puzzling in life.</p>	<p>To respond imaginatively and sensitively to questions about their own and others’ ideas, experiences and feelings. To ask questions about their own and others’ ideas, feelings and experiences. To give a reason why something might be valued by themselves or others. To recognise that some questions about life are difficult to answer.</p>	<p>To identify what influences and inspires them, giving an explanation behind their choices. To compare their own ideas and feelings about what pupils think is important. To make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions. To ask significant questions about beliefs and religions, comparing ideas as appropriate.</p>	<p>To investigate and describe how sources of inspiration and influence make a difference to themselves and others. To apply ideas and reflections to issues raised by religion and belief in the context of their own and others’ lives. To suggest what might happen as a result of their own and others’ attitudes and actions. To suggest answers to some questions raised by the study of religions and beliefs.</p>